

THE IMPLEMENTATION OF METACOGNITIVE STRATEGIES IN TEACHING SPEAKING IN INDONESIAN EFL CLASSROOM

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ABSTRACT

This research aims to determine the teachers' perceptions of metacognitive strategies in teaching speaking, the implementation of metacognitive strategies and their impact on students' speaking performance.

This research is qualitative research with two teachers as subjects and students from each class taught by the teacher. The instruments used were interview sheets and checklist observation sheets. The interview sheet was given to the teachers to find out perceptions, implementation and the impact of metacognitive strategies in teaching speaking. Checklist observation sheet to find out the implementation of metacognitive strategies and students' speaking skills based on observations of student activities when learning takes place and it is filled by the researcher as an observer. Then, the data obtained is analyzed through four stages, namely data collection, data condensation, data display, and data verifying and conclusions.

Based on the results of data analysis, it was found that teacher 1 and teacher 2's initial perceptions were wrong about metacognitive strategies and after discussion, both finally understood and argued that not all students implemented metacognitive strategies in student learning. The implementation of metacognitive strategies in learning in a class teacher 2 is more than in a class teacher 1, although both implement the four stages of metacognitive strategies namely planning, monitoring, problem-solving, and evaluating. Furthermore, the results obtained that metacognitive strategies have an impact on students' speaking performance, although the impacts is different for each student. Students with better implementation of metacognitive strategies have a better impact on students' speaking performance.

Key Words: Metacognitive strategies, speaking

INTRODUCTION

Speaking skill in English as a foreign language (EFL) becomes the most important part to support people in doing International communication. Speaking skill is highly concerned with English language programs. People right now tend to learn English for communication skill rather than other skills. Therefore, English become one of the subjects that teach in the school, so it needs to have the right strategy in teaching speaking. The teacher in many different contexts have been seeking ways to help students become more successful in their efforts to learn and communicate in foreign languages (Cohen et al, 1996:3).

Speaking is challenging for students, so it is compulsory to have strategy to help the students speak well. The teacher must prepare the strategy in teaching speaking, so the students can more easily enjoy and follow each direction from the teacher. In making the achievement of speaking skill, which will help the students speak well and be more confident. In order to continue to be successful with learning tasks, students need to be aware of the strategies that lead to their success. Awareness of one's own thinking processes is generally referred to as metacognition or metacognitive awareness (Center, 2010:1).

Metacognitive strategies are the strategies that refer to the methods used to help students understand the way they learn; in other words, it means processes designed for students to 'think' about their 'thinking' or to control or regulatory processes such as planning, monitoring, and evaluation which individuals use to ensure that particular goal has been met. Students are expected to employ all these strategies together, and students become aware of how they learn, they will use these processes to efficiently acquire new information, and consequently, become more of an independent thinker. When they can conduct all these processes, it helps them to construct important aspect of learning to inform planning, monitoring evaluating and expanding while executing. They learn how to manage their cognitive process when they employ metacognitive strategies (Mahdavi, 2014). However, students as beginners haven't realized that they need to regulate their metacognitive strategy in their language learning (Dwina, 2016).

Based on the statements above about the metacognitive strategy in teaching speaking, the researcher proposes a research dealing with title the implementation of metacognitive strategies in teaching speaking, which this research find out the teachers' perception and the implementation of metacognitive in speaking skill, also to find out the impact of implemented metacognitive strategies in teaching speaking. This research conducted in SMK Mutiara Ilmu Makassar.

Based on above, the researcher formulates research questions as follows:

1. What are the teachers' perceptions on the metacognitive strategies in teaching speaking in the EFL classroom?
2. How is the implementation of metacognitive strategies in teaching speaking in the EFL classroom?
3. How is the impact of metacognitive strategies implementation on the students' speaking performance?

Walgito in Caronge (2016) stated that someone's perception is the active process which holds the role, not only the stimulus that gets by them but also the individual as the unity within their experiences, motivation and the relevant attitude to response the stimulus. According to Walgito (1990: 54-55), a perception has the following indicators:

Tabel 1. Indicators of Perception

Indicator	
Absorption	The teacher is used to hearing the term metacognitive strategy
	The teacher provides specific information about speaking learning
	The teacher understands about metacognitive strategies
	The teacher has a plan for learning to be achieved by students
Understand/ Comprehend	The teacher understands the material to be taught
	The teacher provides specific information in the learning process
	The teacher gives a re-explanation of the material when students don't understand
	The teacher reviews the learning material
Assess / Evaluation	Teacher's assessment of the achievement of the objectives of the metacognitive strategy in speaking learning
	Teacher's assessment of students' ability to receive subject matter using metacognitive strategies in speaking learning
	Teacher's assessment of the impact of implementing metacognitive strategies in speaking learning

Flavel in 1979 introduced the term of metacognition that means of thinking about thinking. The metacognitive model of strategic learning is developed by extensive researches on learning strategies in which data were collected on the use of effective strategy on foreign and second language learners from elementary to university level (Chamot et al., 1999:11). The model consists of four metacognitive processes, namely planning: 1) set goals; 2) Directed attention; 3) Active background knowledge; 4) Predict; 5) Organizational planning; 6) Self-management, monitoring: 1) Ask if it makes sense; 2) Selective attend; 3) Deduction/induction; 4) Predict; 5) Personalize; 6) Take notes; 7) Use imagery; 8) Manipulate, 9) Talk yourself through it; 10) Cooperate, problem-solving: 1) Inference; 2) Substitute; 3) Ask the question to clarify; 4) Use resources, and evaluating: 1) Very prediction and guess; 2) Summarize; 3) Check goals; 4) Evaluate yourself; 5) Evaluate your strategy (Chamot et al, 1999:12).

Thornbury (2011) stated that speaking is an activity that carried out by people as the speaker to deliver their ideas to the other or listeners. Another definition comes Linse & Nunan (2006) defines that speaking is a basic oral communication among people in society. The other definition from Kayi (2006) stated that speaking is the activity of process building and sharing meaning through verbal or non-verbal context. From the definitions of the experts, it can be concluded that speaking is an activity where the speaker expresses or sharing their feeling through an utterance whether it is verbal or non-verbal to exchange opinion between speakers and listener. According to Harris (1974), he stated that speaking skill consists of five components, those are comprehension aspects, grammar, vocabulary, pronunciation and fluency aspect.

METHOD OF THE RESEARCH

This research used descriptive qualitative research. Qualitative research was designed to lay out the teachers' perception and the implementation of metacognitive strategies, also the impact of metacognitive implementation in students' speaking performance. The participants of this research are two English teachers and the students that taught by the teachers.

In analyzing data from classroom observation and interview, the researcher uses qualitative data analysis based on Miles, Huberman and Saldana theory (2014) which consists of four stages: 1) Data Collection; 2) Data Condensation; 3) Data Display; 4) Drawing and Verifying Conclusions.

FINDINGS AND DISCUSSION

Findings

1. The teachers' perceptions of metacognitive strategies in teaching speaking in the EFL classroom

The first interview of teacher 1 and teacher 2 is to know the early perception of teachers in metacognitive strategies about the indicator of absorption in aspects the teacher is used to hearing the term metacognitive strategy and indicator understand/comprehend in aspect the teacher understands about metacognitive strategies. The data of the aspect of the teachers in used to hearing the term metacognitive strategies are the teacher 1 is familiar with the term of metacognitive strategies and the teacher 2 is unfamiliar with the term metacognitive strategies. Then, the results of the first interview about teachers' understand/ comprehend about metacognitive strategies is only for teacher 1 because teacher 2 doesn't know about the term of metacognitive strategies. According to the teacher 1, the metacognitive strategy is something that almost all the teachers did for the four steps in metacognitive strategy, maybe from a different way or with simpler steps or maybe there are steps that are not done. From the above understanding, it can be concluded that although the teacher 1 is familiar with the metacognitive strategies, however, teacher 1 has a misperception about metacognitive strategies. So, for the aspects of teacher understand about metacognitive strategies in understanding/comprehend indicator for teacher 1 and teacher 2 are not fulfilled.

After conducting the first interview with each teacher, then the researcher conducted a second interview which conducted after observing in the classroom where the teacher had obtained a clearer picture or knowledge of metacognitive strategies. The data interview, the teacher said that before giving the material to the students, the teacher has a planning of what he should teach and what the goals that can be achieved by the student if learning this material. The teacher said that she has planned before going to the class. But the way she plans the material is she is following the material in the book and the teacher thought that planning is very helpful for the teacher because of the planning, learning process can be directed properly to the objective material.

Based on the data interview of teacher 1 and teacher 2, both the teachers have the same perception that the teacher should understand the material that will be taught to the students. The teacher gives specific information to the students in speaking learning, this is intended by the teacher to facilitate or assist students in understanding the subject matter explained by the teacher. The teacher thinks that giving specific information to students is very helpful for them in learning subject to students. The teacher gives a re-explanation of the material or an explanation that is lacking or not understood by the student. But both the teachers added that there were usually fewer students who wanted to ask questions or only a few students asked so the teacher usually did not know whether the students understood or not.

The teacher 1 assume that the review activity is the most rarely done by the teacher, but this is usually done by the teacher by combining it with the activity after giving the assignment to the students, because according to the teacher after giving the assignment to the students, the teacher will give a review to the students but according to the teacher 2, review or evaluation is the thing that is always done by the teacher. Usually, the teacher will ask students about the conclusions from the discussion of material that students understand so that each student can conclude the material provided by the teacher. The teacher 1 stated that to know who exactly a student who understands and does not understand, it can be seen from the process of learning in they made and from teacher 2 she said that the objective of learning, maybe that is obtained by students but may not be evenly distributed to each student. Teacher 1 said that the average ability of students to receive the subject matter actually depends on the ability of the students themselves to understand the material provided, in addition, the teacher also considers that classmates and class conditions also influence the ability of students to understand the lesson. Then, according to teacher 2, the ability of students to receive speaking material using metacognitive strategies is still lacking because the students are still lack of vocabulary. Both teachers thought that the impact of metacognitive strategies on students' speaking learning was still lacking. Teacher 1 assumes that students' abilities actually depend on the capacity and ability of students to apply these strategies and then teacher 2 considers that metacognitive strategies have not actually been implemented by every student, especially for asking questions to teachers, whether students are afraid to ask questions, or they have already understood or indeed because they are not interested in asking question.

The result of interviewed teacher 1 and teacher 2, it can be concluded that both the teacher has the same perception of metacognitive strategies. That is metacognitive strategies are the right and good strategies in learning strategies for students, but the fact, not all the students can apply this strategy, whether it is difficult for the students to apply it or maybe the students indifferent to the learning process especially in speaking because they are still lack of vocabulary and then their ability to understand the subject material that explained by the teacher.

2. The implementation of metacognitive strategies in teaching speaking in the EFL classroom

The data was gained from observation and interview EFL teachers at one of Vocational High School in Makassar. There were two classes to be observed in order to know how the students implement each step in metacognitive strategies while learning English, especially speaking skill.

1) Planning

The findings for this strategy are presented by the result of the second interview and observation.

Table 3. Result of Interview and Observation of Planning Strategies

Metacognitive Strategies	In Class 1		In Class 2	
	Interview	Observation	Interview	Observation
Planning				
Set goals	✓	✓	✓	✓
Directed attention		✓		✓
Active Background Knowledge				✓
Predict				✓
Organizational Planning				✓
Self-Management				✓

2) Monitoring

The findings for this strategy are presented by the result of the second interview and observation.

Table 4. Result of Interview and Observation of Monitoring Strategies

Metacognitive Strategies	In Class 1		In Class 2	
	Interview	Observation	Interview	Observation
Monitoring				
Ask if it makes sense?				
Selective attend	✓	✓	✓	✓
Deduction/Induction		✓		✓
Predict				
Personalize/contextualize		✓		✓
Take notes		✓		✓
Use imagery				✓
Manipulate				
Talk yourself through it				
Cooperate		✓		✓

3) Problem-solving

The findings for this strategy are presented by the result of interview and the observation.

Table 5. Result of Interview and Observation of Problem-solving Strategies

Metacognitive Strategies	In Class 1		In Class 2	
	Interview	Observation	Interview	Observation
Problem Solving				
Inference				
Substitute				
Ask the question to clarify		✓	✓	✓
Use resources	✓	✓		✓

4) Evaluating

The findings for this strategy are presented by the result of second interview and the observation.

Table 6. Result of Interview and Observation of Evaluating Strategies

Metacognitive Strategies	In Class 1		In Class 2	
	Interview	Observation	Interview	Obsevation
Evaluating				
Very prediction and guess				
Summarize			✓	✓
Check goals				
Evaluate yourself	✓	✓		
Evaluate your strategy				

3. The impact of implementation metacognitive strategies on the students' speaking performance

The data of observation in the classroom about the impact of metacognitive strategies on students' speaking performance from observation the students' activities.

Table 7. Students' Speaking Performance

Aspect	Performance Criteria	Student	
		In Class 1	In Class 2
Fluency	• Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.		
	• Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	5	3
	• Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and	1, 3, 4	2, 4

	searching for words; volume wavers.		
	• Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	2	
	• Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	6	1
Pronun- ciation and accent	• Pronunciation is excellent; good effort at accent		
	• Pronunciation is good; good effort at accent		
	• Pronunciation is good; Some effort at accent, but is definitely non-native		3
	• Pronunciation is okay; No effort towards a native accent	5	2, 4
	• Pronunciation is lacking and hard to understand; No effort towards a native accent	1, 2, 3, 4, 6	1
Vocabu- lary	• Excellent control of language features; a wide range of well-chosen vocabulary		
	• Good language control; good range of relatively well-chosen vocabulary	3, 4, 5	3, 4
	• Adequate language control; vocabulary range is lacking	1, 2, 6	1, 2
	• Weak language control; basic vocabulary choice with some words clearly lacking		
	• Weak language control; vocabulary that is used does not match the task		
Grammar	• Accuracy & variety of grammatical structures		
	• Some errors in grammatical structures possibly caused by attempt to include a variety.		3
	• Frequent grammatical errors that do not obscure meaning; little variety in structures	1, 2, 3, 4, 5, 6	1, 2, 4
	• Frequent grammatical errors even in simple structures that at times obscure meaning.		
	• Frequent grammatical errors even in simple structures; meaning is obscured.		

Compre- hend	• Excellent level of description; additional details beyond the required		
	• Good level of description; all required information included	1, 4, 5	3
	• Adequate description; some additional details should be provided	2, 3, 6	1, 2, 4
	• Description lacks some critical details that make it difficult for the listener to understand		
	• Description is so lacking that the listener cannot understand		

Discussion

1. Teachers' perception of metacognitive strategies in teaching speaking

According to Walgito (1990: 54-55), there are three indicators in perception, the first is absorption, second is understand/comprehend and third is assess/evaluation. The first indicator is absorption. Absorption of stimuli or objects from outside the individual, these stimuli or objects are absorbed or received by the five senses, from the results of absorption or reception by sensory devices will get a picture, response, or impression in the brain. The second indicator is understand/comprehend. After the images or impressions occur in the brain, the image is organized, classified, compared, and interpreted, so that understanding or comprehending is formed. The third indicator is assessed/evaluation, after understanding or comprehending is formed, there is an assessment of the individual. Individuals compare the understanding or comprehending that has just been obtained with the criteria or norms that individuals have subjectively.

Based on the result of the first interview, the aspect of indicator absorption which is about the teacher is used to hearing the term metacognitive strategies and indicator of understand/comprehend in aspect teacher understand about metacognitive strategies are not fulfilled. Because even teacher 1 already knew about metacognitive strategies but he has a misperception about the meaning of metacognitive strategies. While teacher 2 she doesn't know about metacognitive strategies. So, she doesn't have any idea about the term of metacognitive strategies.

Teacher misperception of metacognitive strategies because the teacher thought that metacognitive strategies are teaching strategies while metacognitive strategies are strategies that carried out by students, so students are able to organize themselves to plan, control plans, solve problems, and even evaluate plans early on what is planned by the students themselves. This is in line with what Mahdavi (2014) said that students learn how to manage their cognitive processes when they employ metacognitive strategies. Furthermore, it was strengthened by Chamot (1999) who explained the four metacognitive strategies, namely planning strategy; the good learners need to revise the plans to get back on track. In the monitoring strategy, the students try to feed their knowledge of the world with their experience. In problem-

solving strategy, the students should choose appropriate strategies available for them to solve. And in evaluating strategy allows the students to see whether the students succeed to carry out their plan and to check how good strategies helped, also assess whether they meet the goals of a task or not.

Teacher 1's misperception is caused by teacher 1 is not familiar with the term of metacognitive strategies so, it could be said that the teacher's knowledge of the metacognitive strategy was lacking. Then the terms of teaching experience are still relatively new and the teacher is not yet classified as a professional teacher. The second teacher is unable to explain what is meant by metacognitive strategy because second teacher considers bringing metacognitive is a confusing and new word for her. So, this early misperception occurs because it is influenced by teacher experience factors. This is in line with the theory of Gibson (1986), stated that there are two factors that influence a person in giving perception. The first factor is internal factors that influence perceptions, the factors contained in the individual that include several things, like physiological, attention, interest, unidirectional needs, experience and memory, and mood. The second factor is external factors that influence perceptions are characteristics of the environment and the objects seen in it.

Where the purpose of Gibson (1986), about experience and memory in internal factors that influence the teacher in providing perceptions namely experience can be said to depend on memory in the sense of the extent to which a person can remember events to know a stimulus in a broad sense.

After the researcher conducted an early interview with the teachers to find out the teachers' understanding of metacognitive strategies which turned out the teacher was still wrong indeed the teacher did not know the metacognitive strategies, the researcher also discussed with the teacher about metacognitive strategies, so that the teacher understood the intent and had an understanding of the terms of metacognitive strategies. So for the first aspects about the teachers have heard metacognitive strategies have been fulfilled, so the absorption indicator for the first aspect has been fulfilled. And for indicators of understanding aspects of teachers understanding regarding metacognitive strategies have been adopted after the discussion. This can be proven when implementing metacognitive strategies in the classroom, which will be discussed in the second part, which is the implementation of metacognitive strategies.

After that, the researcher conducted a second interview with the teacher after implementing metacognitive strategies in the class. In the second interview, both teachers were interviewed about teacher perceptions in several aspects and indicators in the teachers' perception of metacognitive strategies, those are:

The indicator of absorption in aspects teacher provides specific information about speaking learning. Both the teacher said that they give specific information to the students in speaking learning, this is intended by the teacher to facilitate or assist students in understanding the subject matter explained by the teacher.

The result of second interview in the indicator of understand/comprehend, the aspects are: the teacher has a plan for learning to be achieved by students, the teacher

understands the material to be taught, the teacher provides specific information in the learning process, the teacher gives a re-explanation of the material when students do not understand, the teacher providing specific information in the learning process and the teacher reviews the learning material.

All the aspects are fulfilled by the teacher. Because in teachers' statements, teachers said that they have plan before go to the class and teaching the material so the teacher could understand the material that going to teach to the students and give the specific information, then in teaching-learning process the teachers said that it is only fewer students who ask the teacher whether because they are afraid to ask or they already understand or even they are not interested in asking the teacher. In the last aspect of understand/comprehend that is teacher reviews the learning material, for the teacher 1 it is the rarest activity that he does but for teacher 2, she always gives a review or evaluation at the end of learning about the material that has been taught to the students. According to Gronlund and Robert (1990), stated that evaluation is a systematic process for determining goals or making decisions to what extent the goals of learning have been achieved.

The other result of second interview in the assess/evaluation, the aspects for these indicators are teacher's assessment of the achievement of the objectives of the metacognitive strategy in speaking learning, teacher's assessment of students' ability to receive subject matter using metacognitive strategies in speaking learning and teacher's perception of the impact of the implementation of metacognitive strategies in speaking learning. Both the teacher gave their statements about these aspects. Teacher 1 said that the objective of learning strategies in speaking can be obtained by students through the learning process and for teacher 2 she said that the objective of learning strategies is obtained only a few students. And both the teachers said that the average of students' ability in receiving subject matter are still lacking especially for the impact of metacognitive strategies in students' speaking, it is only affected for some students because not every student applied metacognitive strategies.

Based on the results of teacher interviews regarding teacher perceptions about the implementation of metacognitive strategies in the classroom, it was found that the overall perception aspects regarding metacognitive strategies in speaking learning were fulfilled, so that the three indicators in perception were also fulfilled. It can be said that both teachers have heard and understood metacognitive strategies even after going through the discussion process, and the teachers' understanding of metacognitive strategies has been formed. Then the teacher understands the importance of providing learning planning to students, understanding learning materials before being given to students, providing specific information, re-explanation, and reviewing learning to the students. As well as teachers assessing student achievement in learning objectives, students' ability to accept subject matter and the impact of implementing metacognitive strategies are varied for each student.

2. The implementation of metacognitive strategies in teaching speaking

According to Chamot et al (1999:12), metacognitive strategies consist of four steps. They are planning, monitoring, problem-solving, and evaluating. The four strategies are not always employing sequential but sometimes they are necessary depending on the demands of the task and the interaction between the task and the learner.

a. Planning

Although the planning strategies happen at the beginning of the learning, sometimes the good learners need to revise it to rethink plans to get back on track (Chamot et al, 1999). Based on the result of interview and observation of teaching-learning process, the students are able to implement the set goal, directed attention in the learning process, but the students could not implement active background knowledge by teacher 1. While based on the results of interviews and observations of the teaching and learning activities in the classroom taught by teacher 2, it was found that in planning strategies, the students were able to implement set goals, directed attention, active background knowledge, and predict.

On the set goals indicator, based on the results of observation classroom, the class that taught by teacher 1 and teacher 2 are applied this part. So the students are able to set their own learning goals. This is support with the opinion of Chamot et al (1999) that the good learners need to revise the goals of learning to rethink plans to get back on track.

On the directed attention indicator, based on the results of observation classroom, the class that taught by teacher 1 and teacher 2 are applied this stage. The importance of directed attention according to Chamot et al (1999) that if the learner cannot control the attention to the task, little learning takes place. Direct attention helps the learner to build up concentration.

Next is the indicator of active background knowledge. In classes taught by teacher 1 not applied this stage. This is in line with the opinion of teacher 1 in interview which states that the basic abilities of students in the class are lacking, so it is difficult to relate their background knowledge to the new information that will be received. Whereas the class taught by teacher 2 applies this stage.

In the predict indicator, based on the results of observation classroom, class taught by teacher 2 applied this stage. The importance of directed attention according to Chamot et al (1999) that anticipating information gives you direction for doing the task because you will be attuned to certain types of information.

b. Monitoring

Based on the result of interview and observation of teaching-learning process, in the class taught by teacher 1 and teacher 2 the results are obtained at monitoring strategies, the students are able to implement selective attend, deduction/induction, personalize/contextualize, take notes, and cooperate for teacher 1. Whereas based on the results of the interview and observation the activities of the teaching and learning process in the class taught by teacher 2 showed that at monitoring strategies, the

students are able to implement selective attend, deduction/induction, personalize/contextualize, take notes, use imagery and cooperate.

On the selective attend indicator, based on the results of research on the class taught by teacher 1 and teacher 2, both of them applied this part. The importance of selective attend according to Chamot et al (1999) that deciding to focus on specific information make it easier to identify the critical information for learners' goal because they can give full concentration on the important information.

In the deduction/induction indicator, based on the results of research in the class, the class that taught by teacher 1 and teacher 2 are applied this part. The importance of deduction/induction according to Chamot et al (1999) that think about what you already know helps you get ready for familiarizing yourself with the task. Behaving it, the learner easier understands by linking their background knowledge and new information on the task.

On the personalize/contextualize indicator, based on the results of research in the class, the class that taught by teacher 1 and teacher 2 are applied this part. The importance of personalizing according to Chamot et al (1999) that Checking language input and output against what you know help the learner ensure that it makes sense. Connecting information to the learners' experience makes the task more meaningful and memorable.

In the take notes indicator, based on the results of research in the class, the class taught by teacher 1 and teacher 2 are applied this part. The importance of taking notes according to Chamot et al (1999) that writing down important information in a form such as a T list, semantic web, or outline can help the learners remember and understand the organization of information.

On the use imagery indicator, based on the result of research in the class, only the class that taught by teacher 2 are applied this part. The importance of use imagery according to Chamot et al that forming picture is a way to check the information makes sense to control the inconsistencies the learner's mental images on the task.

In cooperate indicator, based on the results of research in the class, the class taught by teacher 1 and teacher 2 are applied this part. The importance of cooperates according to Chamot et al (1999) that working with other people gives the learners better a chance to their ideas or strength so that they can do a better job.

c. Problem Solving

Based on the result of the interview and observation of the teaching-learning process, the students are able to implement ask the question to clarify and use resources in the class that taught by teacher 1 and teacher 2. The importance of ask the question to clarify according to Chamot et al (1999) that asking problems to other people can help the learner solve the problem in comprehending a task.

On the use resources indicator, based on the results of research in the class, the class that taught by teacher 1 and teacher 2 are applied this part. The importance of use resources according to Chamot et al (1999) that looking up unfamiliar information in a reference source can help the learner solve a complex problem.

d. Evaluating

Based on the result of the interview and observation of the teaching-learning process in the classroom taught by teacher 1, it was found that in evaluating strategies the students are able to implement evaluate yourself stage. While based on the results of interviews and observations of the teaching and learning activities in the classroom taught by teacher 2, it was found that in evaluating strategies, the students were able to implement summarize stage.

In evaluating yourself, based on the results of research in the class, a class that taught by teacher 1 is applied this part. The importance of evaluates yourself according to Chamot that self-evaluating helps the learner identifies the strengths and weakness so that the learner can do better next time.

In summarize indicator, based on the results of research in the class, the class taught by teacher 2 is applied this part. The importance of taking summarizes to Chamot et al, that restating the gist the message helps the learner to decide how well he or she understood.

Based on the conclusions from the data presented previously, those are from interview data and class observations, it can be concluded that the implementation of metacognitive strategies in the class taught by teacher 2 is more than the implementation of metacognitive strategies in the class taught by the teacher 1.

3. The impact of implementation metacognitive strategies on the students' speaking performance

The data obtained based on the results of the teachers' interview and observation classroom. Based on the results interview of the teacher 1 and teacher 2, interviews regarding the impact of metacognitive strategies on the learning process of students from the teacher's view, it can be concluded that students' abilities and activeness of students in varied classes, where there are active students, there are students who are inactive and there are students in the middle so the implementation of metacognitive strategies is still lacking. However, for students who are able to implement this metacognitive strategy well, the impact on students' learning process is that students will become active and become independent learners and their ability to capture learning outcomes will be much better compared to students who lack implementation in metacognitive strategies. As stated by Corebima & Idrus (2006: 10) who suggested that metacognitive strategies are strategies used by students in their learning activities where there are differences between students who are less intelligent and smarter, indicated by differences in metacognitive abilities. If students have metacognition, students will be skilled in using metacognitive strategies. Students who are skilled in using metacognitive strategies will more quickly become independent learners.

Now for students' speaking ability in teacher 1 was obtained that there were 2 students with low abilities namely students 1 and students 2. And for students with average abilities exist in students 3, 4 and 5. And for students who had good speaking skills exist in student 6. Furthermore, the results of student ability assessment from 4 students in teacher class 2 which were the subject of this research, it was found that

there was one student with less ability namely student 1. And for students with average abilities found in students 2 and 4. Student who has good speaking skills was found in students 3. Student 5 in teacher class 1 and student 3 in teacher class 2 have good speaking skills. However, based on the performance level of the criteria in each aspect of the five indicators of speaking skills obtained by these students, it is known that student 3 in the teacher class 2 have better skills in speaking compared to students 5 in the teacher class 1. This is also supported by the participants in the previous discussion in the class taught by teacher 2 applied more aspects of metacognitive strategy than the class taught by teacher 1.

The result observation of students' activities in the classroom indicates that there are two types of students in the classroom. The first is the students whose speaking ability is good, this can be proven by the students' ability in five component speaking that is found in students, as stated by Harris (1974) he said that there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.

The impact of student speaking results for teacher 1 can be seen from the fluency aspect, student 4 is categorized good, students 1, 3 and 4 are categorized as average, student 2 is categorized poor, and student 6 was categorized very poor. From the pronunciation aspect, student 5 is categorized average, students 1, 2, 3, 4 and 6 are categorized poor and student 1 categorized as very poor. From the aspect of vocabulary, students 3, 4 and 5 are categorized good, students 1, 2 and 6 are categorized average. From the grammar aspect, all the students are categorized as good. From the comprehend aspect, students 1, 4, and 5 are categorized good, student 2, 3 and 6 categorized average.

Then, the impact of student speaking results for teacher 2 can be seen from the fluency aspect, student 3 is categorized good, students 2 and 4 are categorized as average, and student 1 it was categorized very poor. From the pronunciation aspect, students 3 are categorized average, students 2 and 4 are categorized poor, and student 1 categorized very poor. From the aspect of vocabulary, students 3 and 4 are categorized good, students 1 and 2 are categorized average. From the grammar aspect, student 3 is categorized good, students 1, 2 and 4 are categorized average. From the comprehend aspect, student 3 is categorized good, student 1, 2 and 4 categorized average.

Meanwhile, the results of interviews with teacher 2 regarding the impact of metacognitive strategies, teacher 2 thought that some students in the learning process did not dare to speak, this is usually due to their lack of vocabulary, so students choose to be quiet even though there are some students who remain active in the learning process. This is what makes the implementation of metacognitive strategies by students not applied to each student. Based on the teacher 2 statement, it is known that the problem of students in her class is lack of vocabulary. However, based on observations of students' abilities for the vocabulary aspects after the application of metacognitive strategies, students 3 and 4 are in the good category and students 1 and

2 are in the average category. This no longer shows that of the 4 students who were subjects in class 2 in teacher did not show a lack of vocabulary.

This is because the application of metacognitive strategies at the monitoring stage applies the Cooperative aspect. Where according to (Chamot et al, 1999) that the reason for the need for aspects of cooperation in metacognitive strategies, namely working with other people gives the learners a better chance for their ideas or strength so that they can do a better job. So that it is expected that by applying this aspect of cooperate students can exchange ideas and overcome the lack of vocabulary experienced by students when studying individually. This is in line with the opinion of Slavin (2005) which states that by learning in groups, students will learn from each other because, in their discussion of material content, the cognitive conflict will arise, inappropriate reasons will also come out, and understanding with quality higher will appear. Some studies have also found that when students work together to achieve a group goal, making them express good norms in doing whatever is needed for the success of the group (Deutsch, 1949; Thomas, 1957).

Based on the implementation of metacognitive strategies in speaking learning, data obtained is that implementation of metacognitive strategies in teacher class 2 more fulfilling many aspects compared to implementation metacognitive strategies in a class taught by teacher 1. Metacognitive strategies have an impact on students' speaking performance. The impact produced is different because of the different implementation for each student. Students with better implementation of metacognitive strategies have a better impact on students' speaking performance.

CONCLUSIONS AND SUGGESTIONS

Conclusions

1. Teachers' perception about metacognitive strategies obtained that both teachers have heard and understood metacognitive strategies even after going through the discussion process, and the teachers' understanding of metacognitive strategies has been formed. Then the teacher understands the importance of providing learning planning to students, understanding learning materials before being given to students, providing specific information, re-explanation, and reviewing learning to the students. Teachers assess that students' achievement in learning objectives, students' ability to accept subject matter and the impact of implementing metacognitive strategies are varied for each student.
2. The implementation of metacognitive strategy implementation in teaching speaking that was taught in class by teacher 1 and teacher 2, both of them have applied the four stages of metacognitive strategies namely planning, monitoring, problem-solving and evaluation. Implementation of metacognitive strategies shows that the class taught by teacher 2 applies more aspects in the four stages of metacognitive strategies than the class taught by teacher 1.
3. Metacognitive strategies have an impact on students' speaking performance. The impact produced is different because of the different implementation for each

student. Students with better implementation of metacognitive strategies have a better impact on students' speaking performance.

Suggestions

1. The teachers are recommended to more introduce the metacognitive strategies to the students to help the students to recognize the right strategy to help them enhance their ability in learning English especially speaking.
2. For further research, it suggested developing the questions or data in this strategy, it is not only limited by the perception, implementation and the impact, but it can also be done to analyze the students' perception to know what students feel through this strategies.

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